

MoSTEP 1.2.1.1: Foreign Language Education (K-9, 9-12, K-12) Competencies
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The beginning (pre-service) foreign language teacher will demonstrate knowledge of and/or competence in the following areas of study:

1. Linguistics (1997 SSC: 1; ACTFL: 1a, b, c; PRAXIS II (0191 [Spanish], 0181 [German], 0173 [French]: II)	1. high level of proficiency in the linguistic elements of the target language system, including pronunciation and intonation (phonology), grammar (morphology and syntax), forms of discourse, vocabulary, culturally and socially appropriate forms of communication (socio-linguistics). 2. recognizing and explaining the key differences in varieties of the target language. 3. recognizing errors and error patterns in examples of the target language, such as basic grammatical errors, pronunciation errors, register, false cognates, and idiomatic expressions. 4. describing and explaining the changing nature of language.
2. Language Proficiency (1997 SSC: 2; ACTFL: 1a; PRAXIS II (0191 [Spanish], 0181 [German], 0173 [French]: I, II, and III)	1. grasping main ideas and significant details from utterances involving personal interests, activities, background, and needs in order to make appropriate responses in the present, past and future tenses and in all moods (indicative, subjunctive, conditional, and imperative). 2. exhibiting phonemic analysis and discrimination, understanding of idiomatic expressions, familiarity with vocabulary and structures typical of conversational forms of the target language, and comprehension of relevant cultural information contained in the spoken material. 3. beginning, sustaining, closing, and summarizing conversations (e.g., statements and questions) in a variety of contexts and on a variety of topics (e.g., personal needs, social conversations, and everyday tasks) and in all major time frames and all moods (indicative, subjunctive, conditional, and imperative). 4. comprehending the main ideas, organization, details, implied content, and use of language in a variety of authentic materials (e.g., print and non-print sources, news items, social notices, periodicals, the internet, advertisements, and literary texts). 5. meeting basic work and/or academic writing needs, producing routine social correspondence, writing about familiar topics by means of narratives and descriptions of a factual nature in all major tenses and in all moods (indicative, subjunctive, conditional, and imperative), exhibiting sufficient accuracy and clarity to be understood by native speakers of the target language and/or educated non-native readers of the language.
3. Culture (1997 SSC: 3; ACTFL: 2; PRAXIS II (0191 [Spanish], 0181 [German], 0173 [French]: IV)	1. recognizing and analyzing the target culture in its geographical and historical contexts. 2. describing relationships among the perspectives (attitudes, values, and ideas) of the target culture, including patterns of social interaction and institutional and artistic products. 3. recognizing the value and role of literary and cultural texts and using them to interpret and reflect upon the target culture. 4. integrating knowledge of other disciplines, such as art, history, geography, literature, into the target language.
4. Language Acquisition (1997 SSC: not overtly present; ACTFL: 3; PRAXIS II (0191 [Spanish], 0181 [German], 0173 [French]: I and II)	1. understanding the developmental stages and processes involved in second-language acquisition. 2. creating a positive and supportive classroom environment that emphasizes use of the target language and provides students with interactive opportunities within the target language, including target-language input and opportunities for negotiation of meaning. 3. recognizing second-language acquisition theory, methodology, and their relationship to diverse student needs and learning styles. 4. explaining the similarities and differences between taught language and other languages.